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ABSTRACT

This document is a description of the California Lutheran Intern Program (CLIP). The CLIP model includes a summer of preservice preparation at the college, a school year of contractual inservice training in elementary classrooms under the supervision of the school districts' resource teachers for interns and the college education department consultants, and a summer of postservice education at the college. It is stated that the model was built on the theoretical framework that assumes that the neophyte teacher on his way to becoming a master teacher passes through three stages of development: survival stage (the teacher creates an atmosphere conducive to learning and establishes himself as a leader in the classroom); skills stage (the teacher demonstrates skill in the presentation of the subject matter and motivates the students towards acceptable achievement and behavior); and strategy stage (the teacher individualizes instruction through a variety of instructional practices planned and programmed to develop the learning potential of each pupil. Observation Check Lists used by the college consultants to further describe teacher behavior and the classroom setting at each of these stages are included in the text. The document describes the screening of candidates for the program, the role of the intern teacher, the preservice education component, the inservice component, evaluation techniques, and the role of the CLIP consultant. (JA)

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SURVIVAL--SKILLS--STRATEGY

TEACHER EDUCATION

FOR THE 70's

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Prepared: January 1, 1971

CALIFORNIA LUTHERAN COLLEGE
EDUCATION DEPARTMENT
Thousand Oaks, California

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FOREWORD

The California Lutheran Intern Program has, from its inception, been a cooperative effort of the local school districts and the College. The staff of the California Lutheran College Education Department has been involved in constant planning and critiquing since the first CLIP, 1967, but special mention should be given to current CLIP Consultants, Professors Hilda Harder, Marilyn Janulis, Chester Shamel and Elsie Ferm.

The Resource Teachers for Interns also contributed to the development of the instruments and the program as we describe it today. They are:

Mrs. Jeniece Buckley
Mrs. Catherine Dixon
Mrs. Helen Doolin
Mrs. Jean Dufau
Mrs. Anna Early
Mrs. Dorothy England
Mrs. June Henson
Mrs. Thelma Huff
Mrs. Helen Johnson
Mrs. Jerry Knox
Mrs. Jean Landrum
Mrs. Victoria Linderholm
Mrs. Wynn Pruss
Mrs. Vivian Rattray
Mrs. Valerie Rowden
Mrs. Victoria Townsend
Mr. Michael Traxler
Mrs. Fontella VanHorn

The district Key CLIP Administrators have given us constant feedback and have represented cooperating school districts as the program developed. They are:

Mr. Ralph Alamillo
Mr. Louis Anderson
Mr. William Berzman
Dr. Earl Eckert
Mr. George Hawkins
Mr. Don Herron
Dr. Roland Lampela
Mrs. Christine May
Mr. Melvin Miller
Mr. Glenn Phillips
Mr. T. M. Robinson
Dr. Charles Slaughter
Dr. Leonard Swenson
Mr. Charles Turk
Dr. Mildred Wallace
Mr. Seward White

We are always conscious of the encouragement, counsel and spirit of the California Lutheran College Administration. President Raymond M. Olson and Dean R. W. Edmund provide the academic climate of freedom and security that gives each one of us an outlet for our creative urges. To these gentlemen and others in administration, we wish to express our gratitude for having the confidence in us to allow us to explore the leading edge in Teacher Education.

January 1, 1971

Allen O. Leland

Dr. Allen O. Leland, Chairman
Education Department

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OVERVIEW

If *"civilization is in a race between education and catastrophe,"* man's fate is inevitably determined by the quality of his educational institutions.

Teacher education in the 1970's has no options. It must focus its attention on the production of excellent, professionally competent teachers.

The California Lutheran Intern Program, known as CLIP, is the "brain child" of the Advisory Council for Teacher Education (ACT). At its first meeting in 1966, the Advisory Council, composed of school administrators in Ventura County, proposed that the College institute a pilot internship program. The Education Department accepted the challenge of selecting satisfactory candidates with Bachelor of Arts degrees and in a period of fifteen months, molding them into professional teachers qualified for the Standard Elementary Teaching Credential granted by the California State Department of Education.

Although CLIP was initiated in the 1960's to alleviate a critical shortage of elementary teachers, it has never been a "crash program," or a "short cut" to the classroom. From its inception, the goal has been professional excellence in its product.

The cooperation of the participating school districts has been a key factor in the history of this undertaking. The administrators of the school districts and the Education Department of California Lutheran College agree that the *most relevant setting for successful teacher training is the classroom itself.*

THE MODEL INCLUDES:

A summer of Pre-Service preparation at the College.

A school year of contractual In-Service training in elementary classrooms under the supervision of the school districts' Resource Teachers for Interns and the CLC Education Department Consultants.

A summer of Post-Service education at the College.

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Building on a theoretical framework which assumes that the neophyte teacher on his way to becoming a master teacher passes through three Stages of Development, the Education Department at CLC has identified and delineated the following stages and accompanying teacher behaviors:

SURVIVAL STAGE: At this stage, the teacher creates an atmosphere conducive to learning and establishes himself as a leader in the classroom.

SKILLS STAGE: At this stage, the teacher demonstrates skill in the presentation of the subject matter and motivates the students toward acceptable achievement and behavior.

STRATEGY STAGE: At this stage, the teacher individualizes instruction through a variety of instructional practices planned and programmed to develop the learning potential of each pupil.

Observation Check Lists used by the College Consultants to further describe teacher behavior and the classroom setting at each of the above stages have been developed by the Education Department and are shown in Figures I, II, and III, pages 3, 4 and 5. The Observation Check Lists are an outgrowth of the combined thinking of the Resource Teachers for Interns and the College Consultants. They are subject to evaluation and revision as the program evolves.

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FIGURE I

STAGES IN TEACHER DEVELOPMENT
SURVIVAL STAGE

DESCRIPTION OF SURVIVAL STAGE OF TEACHER DEVELOPMENT	OBSERVATION CHECK SHEET USED BY COLLEGE CONSULTANT	Satis-factory	Unsatis-factory
Teacher creating physical emotional social intellectual climate conducive to learning	I. CLASSROOM ENVIRONMENT		
	A. Room arrangement		
	B. Bulletin boards		
	C. Interest centers		
	D. Housekeeping		
	II. CLASSROOM MANAGEMENT		
Teacher establishing self as leader in classroom	A. Rapport with children		
	B. Teacher control		
	C. Non-verbal techniques		
Teacher laying the foundation for pupil leadership	D. Standards:		
	1. Listening		
	2. Discussion		
Teacher developing pupil self-concept	3. Transitions		
	E. Pupil involvement		
	F. Children's self-discipline		
Control of learning environment through appropriate planning and programming	III. LESSON PLANS		
	A. Weekly		
	B. Daily		
	1. Objectives		
	2. Motivation		
	3. Procedures		
	4. Follow-up		
	C. Long term		
Teacher developing familiarity with the teaching process	IV. TEACHING PROCESS		
	A. Preparation		
	B. Motivation		
Some teaching rationales emerging	C. Purpose of lesson		
	D. Objectives met		
	E. Pupil involvement		
	F. Use of A-V material		
	G. Evidence of learning		
Teacher learning to know himself limitations strengths weaknesses	V. THE TEACHER		
	A. Poise		
	B. Self-control		
	C. Enthusiasm		
	D. Appearance		
Teacher presenting a model of self-disciplined behavior	E. Attitudes		
	1. Welcomes suggestions:		
	a. RT/I		
	b. Principal		
	c. CLIP Consultant		
	2. Cooperates w/staff		
	F. Communication skills		
	COMMENTS:		

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FIGURE II

STAGES IN TEACHER DEVELOPMENT
SKILLS STAGE

DESCRIPTION OF SKILLS STAGE OF TEACHER DEVELOPMENT	OBSERVATION CHECK SHEET USED BY COLLEGE CONSULTANT	Satisfactory	Unsatisfactory
Social climate under control	I. CLASSROOM ENVIRONMENT		
Effective planning and programming to meet general and specific objectives	II. CLASSROOM MANAGEMENT AND CONTROL		
	III. LESSON PLANS		
Teaching subject matter main effort	IV. TEACHING PROCESS		
Teaching small and/or whole class groupings: *reading* *spelling* *mathematics* *social studies*	V. STEPS IN TEACHING READING A. Motivation B. Word analysis skills C. Silent reading D. Comprehension skills E. Oral reading F. Related work G. Evidence of learning		
Competent textbook teaching	VI. STEPS IN TEACHING MATH A. Motivation B. Group activity C. Individual activity D. Evaluation E. Related work F. Evidence of learning		
Evidence of pupil achievement *test results* *written assignments*			
Teacher oriented learning			
Limited modes of teaching *lecture* *discussion*	VII. STEPS IN TEACHING SOCIAL STUDIES A. Preparation B. Organization for work C. Worthwhile activities D. Evaluation E. Evidence of learning		
Teacher responsibility for interpersonal relationships	VIII. THE TEACHER A. Poise & self-control B. Enthusiasm C. Personal appearance D. Rapport with: 1. Pupils 2. Staff 3. Parents 4. RT/I E. Communication skills		
Teacher presenting a model of effective communication			
	COMMENTS:		

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FIGURE III

STAGES IN TEACHER DEVELOPMENT
STRATEGY STAGE

DESCRIPTION OF STRATEGY STAGE OF TEACHER DEVELOPMENT	OBSERVATION CHECK SHEET USED BY COLLEGE CONSULTANT	Satisfactory	Unsatisfactory
Climate for creativity	I. CLASSROOM ENVIRONMENT		
Classroom becomes a laboratory for learning	II. CLASSROOM MANAGEMENT AND CONTROL		
Teacher becomes	III. LESSON PLANS		
resource			
guide	IV. TEACHER		
facilitator			
	V. TEACHING PROCESS		
Variety of instructional practices	A. Reading		
	B. Math		
	C. Social Studies		
	D. Other		
Provision for individual pupil differences in learning style	VI. INDIVIDUALIZATION OF INSTRUCTION		
diagnosis	A. Reading		
prescription	B. Spelling		
	C. Math		
Teacher developing learning potential of each pupil.	D. Social Studies		
	E. Science		
	F. Other		
Various teaching strategies	VII. INQUIRY OR DISCOVERY APPROACH		
discovery	A. Reading and Language Arts		
inquiry	B. Math and Science		
induction	C. Social Studies		
	D. Other		
Organizes people to produce	VIII. TEAM TEACHING AND LEARNING		
materials	A. Aides		
ideas	B. Pupils		
learning	C. Other teachers		
	D. Learning Centers		
Evidence of pupil achievement			
test results			
written assignments			
oral reports	IX. INDEPENDENT STUDY		
demonstrations	A. Individuals		
projects	B. Groups		
Pupil initiative, leadership, responsibility and self-discipline evident	X. PUPIL LEADERSHIP		
	A. Routine duties		
	B. Class officers		
Moves from teacher-dominated to student-centered classroom	C. Chairmen		
	D. Team leaders		
	E. Other		
Keen desire for professional growth	XI. TEACHER PROFESSIONALISM		
	A. Emotional & social adjustment		
	B. Scholarly attitude		

COMMENTS: _____

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In actual practice, the stages flow into one another. In addition to SURVIVAL, SKILLS, and STRATEGY, two intermediate stages which might be described as "transitional" appear on the continuum.

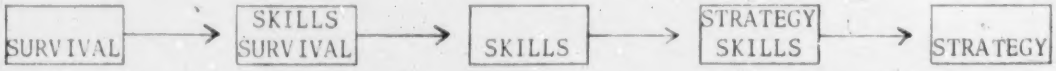

FIGURE I *FIGURE II* *FIGURE III*

At the SKILLS-SURVIVAL level, discipline and control are usually well managed, but the learning environment is not consistently stable. The teacher may slip back occasionally to entertaining and/or dominating behavior, but some signs of democratic leadership are in evidence. Lessons in basic skills are generally handled satisfactorily.

It should be noted that a teacher at the SKILLS stage is a very competent person who can handle traditional textbook teaching in a very capable manner. Pupil achievement test scores in basic skills are satisfactory. The teacher may even excel in teaching art, music, etc. Many teachers, possibly because of lack of stimulus input, stay at the SKILLS stage of teaching throughout their classroom careers.

At the STRATEGY-SKILLS level, the teacher has moved beyond the routine presentation of subject matter of the SKILLS level and is experimenting with inquiry and discovery approaches as well as encouraging some pupil leadership. The teacher maintains a stable learning environment and is experiencing some success and satisfaction in meeting individual needs. The teacher is well on the way to the STRATEGY level.

Built into the CLIP model is an assumption that *a teacher's level of aspiration can be raised by experimenting with creative and innovative practices* under the guidance of the Resource Teacher for Interns and with the encouragement of the College Consultant. Once a teacher has achieved the necessary blending of convergent and divergent thinking and has "tasted success" in creative teaching behavior, growth is inevitable.

As each Intern displays a state of readiness for the next stage of the continuum, he is given counseling and appropriate leadership toward the ultimate goal of a permanent teaching stance at the STRATEGY level.

Utilizing the results of a planned and systematic series of evaluations, the CLIP staff has modified and refined the program in a search for the most efficient and effective procedures. As CLIP continues to grow, (from 33 Interns in 1967 to 125 in 1970), further refinements, modifications and innovations are anticipated. Suggestions from school district personnel and the Interns themselves are creating a *viable and dynamic program.*

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This paper describes the following aspects of CLIP, as it is presently constituted:

SCREENING OF CANDIDATES

ROLE OF THE INTERN TEACHER

PRE-SERVICE EDUCATION COMPONENT

ROLE OF THE RESOURCE TEACHER FOR INTERNS

IN-SERVICE EDUCATION COMPONENT

ROLE OF THE COLLEGE CONSULTANT

SURVEY OF INTERN TEACHER COMPETENCE

COMPARISON OF CLIP AND CONTROL GROUPS

HUMAN RELATIONS COMPONENT

SCREENING OF CANDIDATES

"I want him on our staff"; "she's our kind of people"; "an excellent candidate." These are representative remarks heard at meetings of the Screening Committees for the selection of Intern candidates.

All candidates who qualify academically and pass an initial interview with the CLIP Director, are personally interviewed by Screening Committees composed of two members from the cooperating school districts and two members of the Education Department staff at California Lutheran College.

The personal interview admirably fulfills the purposes of:

1. Acquainting district personnel with available candidates.
2. Screening out undesirable candidates.
3. Determining appropriate grade level for Intern candidates.

Although a high grade point average is considered desirable, Screening Committee members are rightly concerned with *ability to relate to pupils and colleagues.* Previous employment and contacts with children are explored. Successful experiences with young people in scouting, recreation, Church school and sports are prognostic. Special talents in music, art and physical education are noted. A major in psychology or sociology may be advantageous. Professional preparation as nurse, minister, priest or social worker, may be favorably considered.

In actual practice, CLIP has had successful candidates from 15 different professions, 22 educational institutions, ages 21 to 50. An added bonus is the number of men participating in the program; 34 per cent of CLIP graduates (1967-1970) are male.

Screening Committee members mark each candidate on the basis of "approved," "denied," or "hold." A candidate marked "hold," may appear before one more Committee if he desires, but not appear more than twice.

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ROLE OF THE INTERN TEACHER

From the moment of candidacy, the Intern trainee is aware of the dual role he assumes when he becomes a participant in CLIP. *For fifteen months he will be both student and teacher.*

Once the Intern candidate has been employed by a district, usually in the spring of the year, he is advised to meet with his RT/I (Resource Teacher assigned to Interns). The RT/I is prepared to arrange observations in elementary classrooms of the district. The Intern is escorted to selected classrooms at, or near, the grade level for which he has been employed. Interns who are able to take advantage of this feature, become familiar with acceptable classroom procedures and practices. Some Intern candidates act in the capacity of instructional aides, in selected classrooms, for the remainder of the school year. This is invaluable experience for a prospective teacher.

With the opening day of CLIP in June, the Intern candidate becomes a student for six weeks and a student teacher for five weeks. If he completes the Pre-Service phase successfully, he receives an Intern Credential (Standard Elementary Teaching Credential - Institutional Internship Program) and enters the school in September where he has been employed as a teacher. He has the same responsibilities as any professional teacher and is so treated by the staff and administration of his school district.

The Intern continues to be enrolled at CLC as a student. He participates in regularly scheduled seminars planned to increase his competency. He is assisted by the Resource Teacher assigned to Interns and observed in his classroom by the CLIP Consultant. He receives a letter grade based on classroom and seminar work, at the end of the Fall, Winter and Spring quarters. If, at any time, he receives an unsatisfactory grade based on evaluations by CLIP Consultant, Resource Teacher, and Building Principal, he may be asked to resign from the Program. If normal progress is made, the Intern Teacher will have earned 32 quarter units during the Pre-Service and In-Service phases.

The final 16 quarter units of credit, necessary for the Standard Elementary Credential in the State of California, are earned in a summer session as students at California Lutheran College following the In-Service year.

In his dual role as student and teacher, the Intern, in addition to one year of experience, has earned 48 quarter units of credit and has become a fully credentialed teacher. He has learned the best and most modern of educational procedures and practices under the tutelage of a master teacher (Resource Teacher for Interns, assigned by the school district) and an educational consultant assigned by California Lutheran College. He has been able to finance this fifteen months of education because he has been paid a salary by the school district.

In oral and written discussions of their responsibilities as Intern Teachers, CLIP trainees express a deep commitment to the education, guidance, and welfare of the children entrusted to their care. They also express a responsibility to become increasingly knowledgeable about stated policies regarding use of time, materials, and resources as outlined by the employing districts and administrators. Public and professional relationships with parents, community, and colleagues are conceived as part of their responsibilities.

A responsibility to take advantage of a unique opportunity to become excellent teachers and to reflect credit upon themselves, their schools, and California Lutheran College is often stated. All are very much aware that a continued successful and ongoing Intern Teacher Program is dependent upon the performance of ambitious, creative, idealistic persons in training who achieve the status of superior professional teachers.

An informal study of CLIP over a three-year period verifies the fact that most Interns achieve their career goals and the goals of the California Lutheran College Education Department. (See Preliminary Study of Intern Competence, page 16.)

PRE-SERVICE EDUCATION COMPONENT

To prepare for the first day, first week and first month of classroom teaching, an Intern spends 11 weeks in the Pre-Service Education phase. Six weeks are devoted to course work--three weeks prior to, and three weeks after a student teaching experience. The five weeks of student teaching are preferably taken in the district, at the school, and in the grade level where the Intern has been employed for the school year.

Student Teaching Assignments, Instructional Laboratory and Methodology in basic elementary subjects (reading, math, social studies), provide the Interns with 15 units of education courses prior to taking complete charge of their classrooms in September.

Instructional Laboratory is designed to familiarize the Intern with the managerial and clerical, as well as the professional, roles of the teacher.

In the course work, stress is placed on materials and methodology necessary for the first year teacher. Intern seminars and post-education courses will further develop academic proficiency. The courses are taught by Education Department staff members who also function as CLIP Consultants to the Interns during the In-Service Education year. The instructors strive to bring educational theory and classroom practice into a close functional relationship. They emphasize practical application of theory by role-playing, simulation and micro-teaching techniques using video tape equipment.

Utilizing the Stanford model for controlled practice of specific teaching skills, micro-teaching sessions are scheduled for each Intern periodically throughout the Pre-Service Education phase. During the first week, a diagnostic video tape session for each Intern (five minutes teaching five children) is critiqued with the aid of the College Consultant. Self-perception and self-evaluation are encouraged. Later video tapings of micro-teaching sessions are focused on skills (motivation, questioning techniques, etc.) in teaching subject matter (reading, mathematics, etc.). Four micro-teaching sessions are scheduled with each Intern during the student teaching assignments.

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Weekly Seminars during this five week assignment are conducted by College Consultants, who also visit classrooms at least once a week to observe lessons planned and executed by the Interns assigned to their supervision. The College Consultant meets regularly with the Resident Teacher (teacher in charge of the classroom) to evaluate the progress of the Intern as he gradually assumes responsibility for management and instruction of the classroom.

During the final two weeks of the summer course work, the staff is augmented by the Resource Teachers for Interns (RT/I's) who are assigned by the cooperating school districts. Each district assigns a master teacher to guide, direct, and assist no more than eight Interns for the entire school year. At this time, the RT/I's establish rapport with the Interns in order that a good working relationship can be maintained during the year ahead. During specified times of the final two weeks, each RT/I familiarizes his Interns with policies, philosophies, curriculum guides and textbooks peculiar to his particular district.

The Resource Teachers assist the Interns with such representative tasks as: arranging bulletin boards, interest centers and learning environment in their classrooms; studying the cumulative records of their prospective pupils; and preparing lesson plans for the first weeks of school. This workshop is conducted on site, at Interns' assigned schools, when practical and feasible.

ROLE OF THE RESOURCE TEACHER FOR INTERNS

The Resource Teacher for Interns (RT/I) is a UNIQUE feature of CLIP and a keystone in the success of the program.

RT/I's are carefully chosen by their school districts for their classroom expertise. They are master teachers and remain on the payroll in their school systems. They have demonstrated ability to:

Organize a classroom in a manner that will permit all pupils to participate in meaningful learning activities.
Utilize research findings related to the cognitive and emotional development of pupils.
Diagnose the learning problems of students in the elementary classroom.
Prescribe corrective treatment for pupils' learning problems.
Develop creative and innovative strategies to implement curriculum.

In addition, they have demonstrated leadership ability to:

Direct and supervise the activities of inexperienced teachers.
Instruct Intern trainees in methods of teaching elementary school subjects.
Evaluate the performance of persons in training for careers as teachers.

They attend Seminars conducted by the Education Department staff to assist them in understanding the role and function of the Resource Teacher as a member of the team responsible for the In-Service training of the Interns. Their complex and interacting roles as (1) teacher of teachers, (2) consultant, (3) coordinator, are thoroughly explored. RT/I's aid in the Pre-Service phase

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when they unite with the CLIP staff during the last two weeks of summer course work. Their special talents are utilized in the Workshop activities which assist the Intern to make the transition from student teacher to classroom teacher fully responsible for the physical, emotional, social, and intellectual environment in his assigned classroom.

RT/I's participate in and help to plan the Seminars for Interns that are required during the In-Service year. Regularly scheduled meetings with the College staff are required to implement these Seminars.

As coordinators, RT/I's accompany College Consultants on observation visits and schedule meetings with Building Principals and Interns as the need arises. This close coordination and cooperation is essential in planning growth experiences for the Intern.

To aid in evaluating the growth of the Intern toward professional competency, periodic PROGRESS REPORTS are made to the College Consultants.

It is evident that classroom expertise, leadership ability and psychologically mature personalities are highly desirable and necessary qualities of the Resource Teacher for Interns.

IN-SERVICE EDUCATION COMPONENT

The success of the IN-SERVICE phase is dependent upon the *direct guidance* and supervision of both the Resource Teacher and the College Consultant and the *indirect guidance* of the Building Principal.

The Resource Teacher schedules at least one-half day weekly with each Intern while the College Consultant makes periodic visitations each quarter of the school year. The Building Principal observes according to whatever schedule is customary with any new teaching employee of the district.

The Education Department at CLC assumes that the neophyte teacher, on his way to becoming a master teacher, passes through three stages of development, namely: SURVIVAL, SKILLS and STRATEGY.

During the *Fall Quarter*, guidance and/or supervision by Resource Teacher, College Consultant, and Building Principal is to help the Intern *create a classroom environment conducive to learning*--the SURVIVAL stage. The main thrust of the *Winter Quarter* is *presentation of subject matter*--the SKILLS stage. In the *Spring Quarter*, the Intern *moves from a teacher-dominated to a student-centered classroom*--the STRATEGY stage.

The Observation Check Sheets used by the College Consultants are considered to be *both teaching and testing instruments*. They are designed to appraise teaching behaviors and to give direction toward competency in the three stages of development. (See Figures I, II, III; pages 3, 4 and 5)

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The OBSERVATION CHECK SHEET - FALL QUARTER, focuses on the physical, social, emotional and intellectual environment being created by the Intern. It is at this time that the Intern establishes himself as the leader in his classroom. He is also building professional and ethical relationships with parents, staff, and administrators. *The CLIP Consultant checks classroom management, lesson planning and the teaching process in general, believing that these areas are basic to the next two stages of teacher development.*

During the WINTER QUARTER, the Consultant continues to expect programming, planning, management and control conducive to an excellent learning environment. The focus now shifts to a careful observation of the presentation of subject matter, particularly in the basic skill areas of reading, mathematics, and social studies. At this time, the Intern demonstrates his knowledge and understanding of the professional content of the Procedures courses offered in the Pre-Service phase. *The Consultant expects evidence of pupil learning and achievement as well as Intern growth and professional skill.*

If, in the judgment of the College Consultant and the Resource Teacher, the Intern has progressed satisfactorily through the SURVIVAL and SKILLS stages, he is ready, in the SPRING QUARTER, for the STRATEGY stage of teaching. Here the Intern operates from a position of strength and psychological wisdom. The main thrust is developing independence and self-discipline of the pupil. The classroom becomes a laboratory for learning. *There is much evidence of individualization of instruction.* The Intern also utilizes auxiliary personnel and community resources when appropriate and available.

In actual practice, of course, the three stages of teacher development flow into one another and cannot be completely delineated. Some Interns demonstrate STRATEGY behaviors during their first months of teaching. The RT/I's and CLIP Consultants *individualize instruction and give guidance to each Intern in keeping with his demonstrated potential.* The CLIP Consultant meets with RT/I, Intern, and Building Principal together and/or separately at approximately three week intervals to assess progress and plan for future development.

Five Seminars are held each quarter and are planned and conducted by the College Consultants with the aid of the Resource Teachers. These, too, are geared to *increasing proficiency in the three stages of teacher development.* Resource Teachers, psychologists, principals, consultants from the local county schools office and *community leaders with special talents and competencies,* are invited to participate in the Seminars. A portion of each Seminar is devoted to small group grade level meetings where Interns demonstrate and share promising ideas and practices. Workshops in music, art, science, physical education and other subject matter areas, are incorporated into the Seminars.

Resource Teachers submit Progress Reports and the College Consultants evaluate and assign grades to the Interns based upon these reports, classroom observation check sheets, and participation in the Seminars. A total of 12 quarter units of credit is earned during the In-Service phase.

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ROLE OF THE CLIP CONSULTANT

CLIP Consultants are faculty members of the California Lutheran College Education Department and have teaching functions within the framework of the College. During the school year, they conduct regularly scheduled classes for the student body of the College who are preparing for teaching careers. They also instruct the courses in the Pre-Service Summer phase of the Intern program. CLIP Consultants:

- Participate in planning, scheduling and evaluating all CLIP activities during the Pre-Service and In-Service phases.
- Serve on the Screening Committees and participate in the selection of candidates.
- Provide leadership, materials, resources and personnel for the Intern Seminars during Fall, Winter and Spring Quarters.
- Meet with Key Administrators of the districts who are designated as liaison persons to CLIP and members of the Advisory Council (ACT); these may be group or individual meetings.
- Meet regularly with the RT/I's from the various districts. Mutual problems, successes, and continued planning and evaluation are the topics of the meetings.

Each Consultant is assigned a number of Interns in designated schools of participating districts. The Consultant makes regularly scheduled observation visits to the assigned Intern classrooms accompanied by the Resource Teacher. After the observation, he may meet with the Building Principal, Intern and Resource Teacher, together or separately, to evaluate progress and to plan further growth experiences for the Intern. The CLASSROOM OBSERVATION CHECK SHEETS enable the Consultant to assess rate of progress and to *adjust the pace of the input of innovative and creative practices by the Resource Teacher.* It is at these times, also, that the Consultant sustains the Intern with encouragement and provides evidence of Intern progress as he moves through the SURVIVAL stage and ultimately into the STRATEGY stage of teaching. Each quarter it is the responsibility of the Consultant to study the OBSERVATION CHECK SHEETS, the PROGRESS REPORTS from the Resource Teachers, the SEMINAR participation of the Intern, and to consult with the Building Principal regarding growth toward competency. A letter grade is given to each Intern and recorded in the office of the Registrar of the College.

Although it can be seen that the Consultant has teaching, administrative and liaison functions, it is his ability to *guide the Intern toward a professional behavior style* that is most crucial to his role.

Even though the Consultant is not an "ivory towered theoretician" (his own classroom teaching experiences are ever present in memory) he knows that the teacher without knowledge of the underlying theories of personality development and of the teaching/learning process, remains a mere practitioner, mechanic, or technician. The Consultant uses every opportunity to *relate the Intern Teacher's procedures to the principles of development and learning,* thus establishing a continual flow from theory to practice to theory. The Consultant's goal is to develop a teacher with an analytical, rational and sophisticated approach to instructional tasks, one who is able to weld together subjective knowledge and interpersonal skills into an effective teaching style.

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Professional and ethical relationships with pupils, parents, colleagues and community are "caught more than taught," and it is probably in his own interpersonal relationships with the Interns directly assigned to his supervision that the College Consultant demonstrates the degree of professionalism required.

And, finally, the degree to which the Consultant recognizes his own competencies, while at the same time realizing his limitations, influences the Intern to a realization that growth toward professional competency is unceasing.

A career choice at any level in education commits the teacher to a lifetime in the pursuit of knowledge of self, of students and instructional strategies.

EVALUATION TECHNIQUES

Evaluation has been integral to the total program. Only through constant appraisal by the Interns themselves, the College staff and Administrators of the employing districts has it been possible to supply information necessary for program development and refinement.

Techniques include:

QUESTIONNAIRES evaluating the effectiveness of College instructors; the quality of the course work; the abilities of the Resource Teachers. These are submitted by the Interns in training.

PROGRESS REPORTS submitted by Resource Teachers employed and assigned by their school districts to guide, assist and offer direction to the Intern Teachers during their school year of Internship.

OBSERVATION CHECK SHEETS of Intern competency in the classroom, prepared and evaluated by the College Consultants each quarter of the school year.

A CUMULATIVE ASSESSMENT OF INTERN COMPETENCY made by the Building Principal at the close of the school year.

The Education Department recognizes the limitations of the Cumulative Assessment and revision is in progress.

In its present form (see Figure IV, page 15) it provides some objective evidence to substantiate the observations and progress reports made by the RT/I's and Consultants.

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FIGURE IV

CALIFORNIA LUTHERAN COLLEGE
Department of Education
ASSESSMENT OF TEACHER COMPETENCE

NAME: Severtson, Jo Male Female
Circle One

Year in Teaching: 1st 2nd 3rd other: Grade Level:
Circle One

Approximate Age: 20-30 30-40 40-50 50+
Circle One

EVALUATOR:
POSITION OF EVALUATOR:
SCHOOL: DISTRICT:
(COMMENTS MAY BE PLACED ON REVERSE SIDE)

RATING
If Not Adequate, please underline in the descriptive analysis the area of deficiency.

	Highly Satisfactory	Satisfactory	Not Adequate	Not Applicable
I. CLASSROOM ENVIRONMENT: (bulletin boards; interest centers; housekeeping; room arrangement; ventilation; lighting)				
II. CLASSROOM MANAGEMENT: (rapport with pupils; teacher control; listening, discussion, transition standards; work and study habits appropriate to learning situation)				
III. PLANNING AND PROGRAMMING: (daily, weekly and long-range planning; general and specific objectives; selection of appropriate materials and procedures)				
IV. TEACHING PROCESS: (MATH-READING- SOCIAL STUDIES) (Preparation; motivation; objectives evaluated; follow-up and related activities; pupil involvement; use of A-V materials)				
V. EVIDENCE OF PUPIL ACHIEVEMENT: (informal and standardized test results; oral reports; written assignments; projects; demonstrations)				
VI. INDIVIDUALIZATION OF INSTRUCTION: (appropriate grouping; assignments appropriate to ability and maturity; individual needs met; committee work; self-pacing instruction)				
VII. INQUIRY OR DISCOVERY APPROACHES: (appropriate questioning techniques; learning centers; independent study; pupil initiative for learning; environment and climate for creativity)				
VIII. UTILIZATION OF AUXILIARY PERSONNEL: (instructional aides; parent aides; community resources; teachers and colleagues; team teaching)				
IX. DEVELOPMENT OF PUPIL LEADERSHIP: (opportunities for self-disciplined and responsible pupil behavior; class officers; chairmen; team leaders)				
X. PERSONAL ATTRIBUTES: (appearance, poise, enthusiasm; warmth toward pupils; emotional and social adjustment)				
XI. PROFESSIONAL CHARACTERISTICS: (oral and written communication skills; cooperation with parents and staff; attitude toward supervision; desire for professional progress and growth)				

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SURVEY OF INTERN TEACHER COMPETENCE

In May of 1970, 169 CUMULATIVE ASSESSMENT FORMS OF TEACHER COMPETENCE (see Figure IV, page 15) were disseminated to PRINCIPALS who were supervising 1969-70 Interns and CLIP graduates, June 1967 to May 1970.

One hundred fifty-three evaluations were completed by the supervising principals and returned to CLC by June 1, 1970. The following statistics are the results of that survey:

	1969-70 Interns	1968-69 Interns	1967-68 Interns	Total Interns
I. STRATEGY Stage Raw Score 85-105	45.8%	36 9%	50.0%	42.5%
II. STRATEGY-SKILLS Stage Raw Score 75-84	18.0%	40.0%	31.2%	28.7%
III. SKILLS Stage Raw Score 60-74	30 9%	20 0%	18.7%	24 7%
IV. SKILLS-SURVIVAL Stage Raw Score 46-59	4.1%	1 5%	0.0%	2.6%
V. SURVIVAL Stage Raw Score -45	1.3%	1.5%	0.0%	1.3%

71.2% of CLIP graduates were evaluated as performing in some degree of the STRATEGY stage (Total Interns I and II above).

95 9% of CLIP graduates were evaluated as performing in some degree of the STRATEGY and/or SKILLS stage (Total Interns I, II and III above).

56.0% of CLIP graduates were evaluated as performing in some degree of the SKILLS stage (Total Interns II, III and IV).

3.9% of CLIP graduates were evaluated as performing in some degree of the SURVIVAL stage (Total Interns IV and V)

Many principals submitted additional subjective comments regarding the STRATEGY stage teachers:

Great empathy for children - excellent teacher.
Many outstanding ideas to help the team work well.
A credit to your College and the profession.
Shows tremendous growth - a very competent, imaginative teacher.
A dedicated teacher.
She is tops!
Consistently maintained classroom management.

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Excellent control, extremely imaginative, enthusiastic, very positive.
A pleasure to have her on my staff.
Desirable addition to any staff.
A future education leader and writer.
Send me a few more like her!
She's GREAT!
Master performance - outstanding!
A tremendous teacher in every respect.
Best first year teacher I have ever had - a credit to our school, your training program, the entire field of education.

Of the 3.9% reported as still performing at some degree of the SURVIVAL stage, the following additional subjective comments were submitted by their principals:

Has improved - will become a good teacher.
Has come a long way - has become a good first year teacher.
Has met the challenge of a difficult group - will be a good teacher capable of self-analysis.
Children lack maturity - seriously doubt whether some of them belong in school yet.
Making an effort to improve in all areas.
Much potential - will likely become a superior teacher.

On the basis of this informal study, it would appear that approximately 95.9% of CLIP graduates are *evaluated by their Building Principals* as being highly successful professional teachers.

In an additional effort to validate the success of the California Lutheran Intern Program in Ventura County, a participating district made a similar survey of a number of their first, second and third year teachers who had received the traditional program of teacher education, either at California Lutheran College, or at neighboring educational institutions. All evaluations of both CLIP and CONTROL teachers were made by Building Principals in the schools of the participating district.

A comparison was made between 36 CLIP teachers and 34 CONTROL teachers in the same school district. Both groups were in their first, second or third year of teaching. The breakdown by grade level was as follows:

CLIP	GRADE LEVEL	CONTROL
5	Kindergarten	6
20	Primary (1st, 2nd, 3rd)	18
9	Intermediate (4th, 5th, 6th)	8
0	E.M.R.	2

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COMPARISON A
ASSESSMENT OF TEACHER COMPETENCE
CLIP and CONTROL

	CLIP 1st, 2nd, 3rd Yr. Intern/Teachers	CONTROL 1st, 2nd, 3rd Yr Teachers
Number.	36	34
I. STRATEGY (Raw score 85-105)	55.5%	38.0%
II. STRATEGY-SKILLS (Raw score 75-84)	25.0%	29.4%
III. SKILLS (Raw score 60-74)	13.8%	14.7%
IV. SKILLS-SURVIVAL (Raw score 46-59)	2.7%	2.8%
V. SURVIVAL (Raw score -45)	2.7%	14.7%

	CLIP 1st, 2nd, 3rd Yr. Intern/Teachers	CONTROL 1st, 2nd, 3rd Yr. Teachers
Some degree of STRATEGY (I + II)	80.5%	67.4%
Some degree of SURVIVAL (IV + V)	5.4%	17.5%
STRATEGY and SKILLS (I + II + III)	94.3%	82.1%

A further comparison was made between 16 CLIP Intern/Teachers at the end of their first year of teaching and 20 CONTROL teachers at the end of their first teaching year. The breakdown by grade level was as follows:

CLIP	GRADE LEVEL	CONTROL
1	Kindergarten	3
11	Primary (1st, 2nd, 3rd)	11
4	Intermediate (4th, 5th, 6th)	6

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COMPARISON B
ASSESSMENT OF TEACHER COMPETENCE
CLIP and CONTROL

		CLIP 1st, 2nd, 3rd Yr. Intern/Teachers	CONTROL 1st, 2nd, 3rd Yr. Teachers
	Number.	16	20
I.	STRATEGY (Raw score 85-105)	81.2%	40.0%
II.	STRATEGY-SKILLS (Raw score 75-84)	6.2%	30.0%
III.	SKILLS (Raw score 60-74)	12.5%	15.0%
IV.	SKILLS-SURVIVAL (Raw score 46-59)	0.0%	0.0%
V.	SURVIVAL (Raw score -45)	0.0%	15.0%

	CLIP 1st Year Interns	CONTROL 1st Year Teachers
Some degree of STRATEGY (I + II)	87.4%	70.0%
Some degree of SURVIVAL (IV + V)	0.0%	15.0%
STRATEGY and SKILLS (I + II + III)	99.9%	85.0%

In COMPARISON A, 94.3% of CLIP graduates were considered to be highly skillful teachers as opposed to 82.1% of CONTROL teachers. The median raw score for CLIP teachers was 90. The median raw score for CONTROL teachers was 80.

In COMPARISON B, 99.9% of CLIP Intern Teachers (first year) were considered to be highly skillful while 85% of CONTROL first year teachers were evaluated as highly skillful by their principals.

In both surveys, the high degree of SURVIVAL stage of teaching in the CONTROL group (17.5% in Comparison A; 15% in Comparison B) may have some significance in evaluating the effectiveness of traditional teacher education programs as compared with the low levels of SURVIVAL stage teaching in CLIP (5.4% in Comparison A; 0% in Comparison B).

Additional surveys in the cooperating school districts are needed to verify the tentative conclusions of the above study.

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HUMAN RELATIONS COMPONENT

The Human Relations strand is inextricably woven into the fabric and design of CLIP.

The success of the program and the excellence of the teacher product are predicated upon the cooperative effort of the district personnel and the CLIP staff. Districts recruit and recommend suitable candidates to the CLIP Director. The traditional adversary relationship between teacher education institutions and school districts, sometimes outlined in literature, is eliminated in favor of a partnership relation in the training and education of teachers.

The Screening Committees, composed of representatives from the school districts as well as CLIP staff, assess the psychological suitability to teaching of the prospective Intern. Only those candidates who display a high degree of warmth, rapport and emotional health are selected. *Sensitivity to cultural and ethnic differences is also evaluated since the student body of some of the participating school systems is composed of minority groups.*

Psychological suitability to teaching continues to be assessed through informal and formal measures throughout the fifteen-month program. The Minnesota Teacher Attitude Inventory (MTAI) is administered. An informal Learning Style test is self-administered and self-evaluated. Regularly scheduled video tapings of micro-teaching lessons are analyzed by the Interns, aided by the CLIP Consultants. Other experiences designed for self-perception, self-evaluation and self-discovery are:

Tests of Interns' own basic skills in reading, mathematics and language. (Both informal and standardized tests are administered)
Demonstration lessons, prepared by Intern trainees, in basic sujects during the Pre-Service summer phase.
Presentations of methods and materials used in the Interns' classrooms, at Seminars during the teaching year.

In the Pre-Service summer courses, instructors integrate the following topics with basic subject matter areas:

Child growth and development as applied to Interns' grade level
The problems of disadvantaged learners.
Cultural and ethnic differences in minority children.
Ethical relationships with pupils, parents, colleagues and community

The Seminars during the teaching year are also used to improve the Interns' knowledge of his students. Psychologists and community relations experts are invited to lecture and to conduct workshops in the above and related areas.

Concern with the affective domain of human development is ever present. The model is designed to protect the children in the classroom. Supervision by RT/I, Building Principal and the College Consultant, guarantees an emotional climate conducive to maintaining and improving self-concept. The Intern learns to appreciate the social milieu which the student in the classroom reflects. Rapport and empathy with the children in the classroom are essential at all stages of teacher development.

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The Post-Service summer courses in Educational Psychology and Philosophical and Sociological Foundations give the theoretical underpinnings necessary for a complete understanding of the complex interactions among teacher personality, learning theory, teaching method and student response.

The Resource Teachers for Interns (RT/I's), appointed by the school district to guide and direct Intern teaching activity, possess sensitivity as well as leadership. In addition to commanding the respect of the Interns for their professionalism, they are able to generate empathy and trust. They are able to fulfill both their liaison function and their "coaching" function because of their expertise in human relations.

The College Consultant must also be a perceptive human being, sensitized to the psychological and emotional needs of the Interns as well as to their strengths and weaknesses in methodology and pedagogy. The CLIP Supervisor often serves as confidante and counselor as well as consultant. The fact that the College Consultants (or CLIP Supervisors) teach and demonstrate the basic skills subjects in the Pre-Service phase, seems to be a unifying factor in the program. The Consultant is able to observe the potentialities of each Intern during the Pre-Service phase, and to encourage and reinforce growth in teaching competency and psychological maturity throughout the In-Service year.

Building Principals, Resource Teachers and College Consultants work in close cooperation to give individualized attention and instruction to each Intern at each stage of development.

In conclusion, it is noteworthy that each group of Interns develops an "esprit de corps" in the Pre-Service phase that carries through to graduation from the program. The older Interns lend stability and wisdom. The younger Interns contribute spontaneity and enthusiasm. They sustain and encourage each other in difficult times. They applaud and reinforce each other's successes. In their common pursuit of excellence in teaching, they rediscover their common humanity.

This strand of HUMAN RELATIONS woven into the woof and warp of teacher education programs may insure the victory in the race between "education and catastrophe."

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